(b) and (c)The National Policy on Education (NPE), 1986 as modified in 1992, provides for a National System of Education which implies that up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. It includes a common educational structure, a national Curricular framework and Minimum levels of learning for each stage of education. The NPE also envisages separate and special provisions for education of women and other disadvantaged sections of the society.

Concerns regarding quality and equity in educaiton are continuously addressed by Central and State Governments through appropriate interventions, measures to promote education of girls include separate schools for girls, exemption from tuition and other fees, incentives such as free textbooks, stationery and uniforms, scholarships, etc. Under the Total literacy Compaign and District Primary Educaiton programme special efforts are made for awareness generation and mass mobilisation for education of the disadvantaged sections of society, especially girls and women.

**Distortion of facts and history in the text books of U.P.**

5108. SHRIVAYALAR RAVI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pelased to state:

(a) whether NCERT is entrusted with them formulation of syllabus for the school education;

(b) if so, the details there of;

(c) whether Government are aware of the reports of distortion of facts and history in the text books of the schools of U.P; and

(d) if so, the steps taken to correct such distortions?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI JAYSINGRAO GAIKWAD PATIL): (a) and (b) NCERT has initiated a process of renewal of the National Curriculum Framework. The NCERT has brought out a "Disussion Document' on the "National Curriculum Framework for

School Education' for discussion and debates. After receiving feedbacks and finalisation of the document NCERT will bring out the National Curriculum Framework.

(c) and (d) The National Steering Committee on Text Book Evaluation inter-alia studied the text books used in schools of Uttar Pradesh and submitted a report which has been circulated to State Government of Uttar Pradesh for necessary action.

**Increase in Literacy**

†5109. SHRI KAPIL SIBAL:
SHRI RAJIV RANJAN SINGH:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the number of literates has increased during the decade of ninety in various States of the country under the literacy campaign being organised by National Literacy Mission;

(b) if so, what was the number of literates at the beginning of decade of ninety in each of the States in the country alongwith the estimated number thereof at the end of the above decade; and

(c) what are the reasons for difference in the increase in the number of literate people in each State?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI JAYSINGRAO GAIKWAD PATIL): (a) Yes, Sir.

(b)A statement mentioning the literacy rate, State-wise, according to 1991 Census and as per the 53rd round survey on literacy conducted by the National Sample Survey Organisation ending 1997 is enclosed *(See* below)

(c) The main reasons for difference in literacy rates among the different States are socio-economic conditions, lack of physical resources, geographical situations and gender discrimination.

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†Original notice of the question was received in Hindi.